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PROGRAM of STUDIES
for
ELEMENTARY SCHOOLS
of
ALBERTA



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Authorized by Department of Education
EDMONTON, ALBERTA
1962

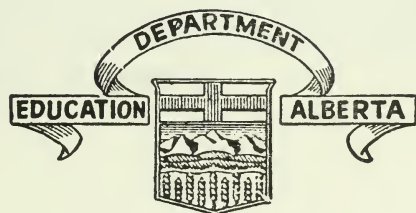
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PROGRAM of STUDIES
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Authorized by Department of Education
EDMONTON, ALBERTA
1962

INTRODUCTION

This Program of Studies contains an outline of the content of each course in the elementary school together with lists of authorized texts. Secondary references may be found in the School Book Branch catalogues.

Teachers who wish to have suggestions concerning the method of handling any subject will find them in the related curriculum guide, which may be obtained through the office of their superintendent or from the Curriculum Branch of the Department of Education.

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ELEMENTARY PROGRAM OF STUDIES

READING

Objectives

The maximum development of the potential of the individual is the goal. This goal is reached through the following objectives:

1. A keen interest in learning to read.
2. Increased and enriched meaning.
3. Systematic habits of word recognition.
4. Ability to comprehend and interpret the literal, implied, and inferred meanings in reading material.
5. Habits of reacting critically to ideas secured through reading.
6. Ability to organize the ideas secured through reading and to apply them to new situations.
7. Ability to adjust the rate of reading to specific purposes.
8. Ability to read aloud well.
9. Voluntary reading.
10. Interest in a wide variety of good literature.

Authorized Readers for Grades I-III

NEW CURRICULUM FOUNDATION SERIES

Gray, William S. and others. **Basic Readers in the Curriculum Foundation Series**, Toronto; W. J. Gage Ltd., 1953 (approximately) (Authorized Sept. 1958).

GRADE I

Pre-reading Books (reading readiness):

We Read Pictures
We Read More Pictures
The New Before We Read

Pre-Primers:

The New We Look and See
The New We Work and Play
The New We Come and Go

Workbook: Think-and-Do to accompany the pre-primers, We Look and See, We Work and Play, We Come and Go

Special Junior Primer:

Guess Who

Workbook: Think-and-Do to accompany Guess Who

Primer:

The New Fun With Dick and Jane

Workbook: Think-and-Do to accompany the New Fun With Dick and Jane

First Reader:

The New Our New Friends

Workbook: Think-and-Do to accompany the New Our New Friends
We Three (First book in the Reading for Independence Series)

GRADE II

Second Readers:

The New Friends and Neighbors 2¹

The New More Friends and Neighbors 2¹

Workbooks: Think-and-Do to accompany the New Friends and Neighbors
Think-and-Do to accompany the New More Friends and Neighbors

What Next? (Second Book in the Reading for Independence Series)

GRADE III

Third Readers:

The New Streets and Roads 3

The New More Streets and Roads 3

Workbooks: Think-and-Do to accompany the New Streets and Roads
Think-and-Do to accompany the New More Streets and Roads
Tall Tales (Third Book in the Reading for Independence Series)
Just Imagine!

Workbook: Think-and-Do to accompany Just Imagine!

Teachers' Helps:

Guidebook to accompany The Three Pre-primers

Guidebook to accompany The New Fun With Dick and Jane

Guidebook to accompany The New Our New Friends

Guidebook to accompany The New Friends and Neighbors

Guidebook to accompany The New More Friends and Neighbors

Guidebook to accompany The New Streets and Roads

Guidebook to accompany Guess Who

Guidebook to accompany Just Imagine!

THE GINN BASIC READERS

Russell, David H. and others. **The Ginn Basic Readers.** Ginn & Co.
Toronto, 1957 (Revised Edition) (Authorized Sept. 1957)

GRADE I

Pre-reading Books (reading readiness):

Readiness - Enrichment: Fun With Tom and Betty
Games to Play

Pre-Primers:

My Little Red Story Book

My Little Green Story Book

My Little Blue Story Book

Workbook: My Do and Learn Book to accompany My Little Red Story Book, My Little Green Story Book, My Little Blue Story Book.

Pre-Primer - Enrichment: Come With Us

Primer:

The Little White House

Workbook: My Do and Learn Book to accompany The Little White House

Primer - Enrichment: Under the Apple Tree

First Reader:

On Cherry Street

--

Workbook: My Do and Learn Book to accompany On Cherry Street

First Reader - Enrichment: Open the Gate

GRADE II

We Are Neighbors (Level 1)

Around the Corner (Level 2)

Workbooks: My Do and Learn Book to accompany We are Neighbors (Level 1)

My Do and Learn Book to accompany Around the Corner (Level 2)

Grade Two - Enrichment: Ranches and Rainbows

GRADE III

Finding New Neighbors (Level 1)

Friends Far and Near (Level 2)

Workbooks: My Do and Learn Book to accompany Finding New Neighbors (Level 1)

My Do and Learn Book to accompany Friends Far and Near (Level 2)

Grade Three - Enrichment: Fun and Fancy

Teachers' Helps:

Manual for Teaching the Readiness Program

Manual for Teaching The Pre-Primer Program

Manual for Teaching Come With Us

Manual for Teaching The Little White House

Manual for Teaching Under the Apple Tree

Manual for Teaching On Cherry Street

Manual for Teaching Open the Gate

Manual for Teaching We Are Neighbors

Manual for Teaching Around the Corner

Manual for Teaching Ranches and Rainbows

Manual for Teaching Finding New Neighbors

Manual for Teaching Friends Far and Near

Manual for Teaching Fun and Fancy

READING FOR MEANING SERIES

McKee, Paul and others. **Reading for Meaning Series.** Thomas Nelson & Co., Toronto. (Authorized Sept. 1958)

GRADE I

Pre-reading Books (reading readiness)

Getting Ready

Pre-Primers

Tip

Tip and Mitten

The Big Show

Workbook: Practice for Tip, Tip and Mitten, and The Big Show

Primer:

With Jack and Janet

Workbook: Practice for With Jack and Janet

First Reader:

Up and Away

Workbook: Practice for Up and Away

GRADE II

Come Along (Level 1)

On We Go (Level 2)

Workbook: Practice for Come Along (Level 1)

Practice for On We Go (Level 2)

GRADE III

Looking Ahead (Level 1)

Climbing Higher (Level 2)

Workbook: Practice for Looking Ahead (Level 1)

Practice for Climbing Higher (Level 2)

Teachers' Helps:

Manual to accompany Getting Ready

Manual to accompany Tip, Tip and Mitten, The Big Show

Manual to accompany With Jack and Janet

Manual to accompany Up and Away

Manual to accompany Come Along

Manual to accompany On We Go

Manual to accompany Looking Ahead

Manual to accompany Climbing Higher

Authorized Readers for Grades IV-VI

CANADIAN READING DEVELOPMENT SERIES

McIntosh, J. Ranton. (Editor) **Canadian Reading Development Series.**

(Toronto: Copp Clark Co. Ltd., 1946)

GRADE IV

Reader: Up and Away

Workbook: Up and Away Workbook

GRADE V

Reader: Wide Open Windows

Workbook: Wide Open Windows Workbook

GRADE VI

Reader: All Sails Set

Workbook: All Sails Set Workbook

Teachers' Helps:

Manual to accompany Up and Away

Manual to accompany Wide Open Windows

Manual to accompany All Sails Set

CANADIAN PARADE READERS

Dickie, Donald J. (Compiler) **Canadian Parade Readers.** Vancouver: J. M. Dent & Sons (Canada) Ltd., 1947

GRADE IV

Reader: Young Explorers

Workbook: Workbook for Young Explorers

GRADE V

Reader: Gay Adventures

Workbook: Workbook for Gay Adventures

GRADE VI

Reader: Proud Procession

Workbook: Workbook for Proud Procession

Teachers' Helps:

Teaching Reading Today - A guide to Young Explorers

Teaching Reading Today - A guide to Gay Adventures

Teaching Reading Today - A guide to Proud Procession

HIGHROADS TO READING SERIES

Watson, Stanley, (General Editor). **Highroads to Reading** (revised). Thomas Nelson & Sons Ltd., 1946. Toronto.

GRADE IV

Reader: Riding With the Sun

Workbook: Workbook to accompany Riding With the Sun

GRADE V

Reader: Over Land and Sea

Workbook: Workbook to accompany Over Land and Sea

GRADE VI

Reader: On the Beam

Workbook: Workbook to accompany On the Beam

Teachers' Helps:

Teachers' Guide to Riding With the Sun

Teachers' Guide to Over Land and Sea

Teachers' Guide to On the Beam

LANGUAGE

Objectives

Effective communication is the prime objective of all language activity. Instruction and exercises are useful only if they contribute to this end. Other major objectives are:

1. To develop specific competencies for language situations in and out of school.
2. To develop a desire to communicate effectively.
3. To develop a sensitivity to correct language.
4. To develop good work habits by using outlines, summaries, etc.
5. To develop an appreciation of the part language plays in critical thinking.

The function of language instruction may be stated in another way. Speaking and writing activities demand that students develop certain skills, understandings and attitudes. They are:

1. Selecting ideas: what to tell about the subject. (The teacher's job is to make the child sensitive to content.)
2. Making the meaning clear: the choice of the concrete word.
3. Speaking and writing correctly: punctuation, use of voice, (mechanics of language).
4. Using the social amenities attached to certain language jobs.

Content:

The following outline of content is meant to serve as a guide to what should be taught at each grade level. It should be remembered that review of the work of previous grades constitutes a part of the language program at any grade level. Because of individual differences in children, this outline should not restrict the program for more capable pupils. It is also hoped that it will be adapted to meet the needs of less able students.

GRADE I

Pupils are expected to learn how to keep to a topic in oral discussion, how to describe a picture, that words are meaningful in terms of their use, to read experience charts, to develop a sense of oral sentence structure, and to re-tell stories.

GRADE II

Pupils are expected to learn to relate events in sequence, to show interest in reading new material, to develop grammatically correct speech patterns, to write the alphabet from memory, and to write original sentences with some punctuation and capitalization.

GRADE III

Oral Language

1. General

Introductions, conversation, use of telephone, giving talks, evaluation of talks, telling stories from pictures, rules for story tellers, explanations, report on activities, observations, planning class activities, listening attentively and politely.

2. **Word Study and Speech**

Words of similar meaning, words of opposite meaning, words commonly mispronounced, words ending in **ing**, **t**, or **d**, sounding **wh**, vowel sounds, use of **you** in contractions, use of clear, vivid picture words, vivid synonyms for common verbs, choosing words that rhyme, final consonants, long vowels and diphthongs, telephoning (be brief and polite), speaking in sentences, watch sequence of ideas. Choral work: developing a sense of rhythm and need for emphasis. Use varied tone to express feeling.

3. **Drama**

Reading of play: AUTUMN. Dramatization, choosing parts. Rules, developing a play from a scenario, interpretation of character.

Written Language

1. **The Sentence**

Definition. Recognition and improvement of sentence, rules for good sentences. Assertive and interrogative, complete sentence, overuse of **and**, use joining words to make long sentences, vary beginning of sentences.

2. **The Paragraph**

Definition, practice in writing, talking about one thing only. Order, writing one-paragraph stories, importance of beginning sentence: **after**, **that**, **next**, etc. Indenting of first word. Descriptions, explanations, spacing.

3. **Reports**

Teacher and pupil draw up set of questions to be answered. Pupil chooses one to answer in one or two sentences. Hunts for material, pictures. Lists in alphabetical order. Cooperative report after research.

4. **Stories**

Stories from pictures. Planning a story: group stories. Choosing a title, topics for stories. Rules for story writing. Individual stories.

5. **Letters**

Addressing the envelope, letters to friends, model letters. Closing punctuation, use of capitals, heading, salutation. Letter from dictation, simple letter form, cooperative letter.

6. **Poetry**

Making rhymes, writing verses.

Capitalization and Punctuation

1. **Capitals**

Rules: first word of a sentence, first word of a line of poetry. Capital for I. Titles of books, holidays, months, persons, pets, places, schools, streets.

2. **Punctuation**

Period after statement, after abbreviations. Question mark after an asking sentence, or word. Comma after salutation of letter, after closing of letter, in heading of letter. Apostrophe in contractions.

Correct Usage

Are, is, aren't, isn't, ate, eaten. Came, come. Can, may. Did, done. Give, given. Gone, went, Ran, run. Sang, sung. Saw, seen. Those, them. Was, were. Wasn't, weren't. Went, gone. 'I' or 'me', putting last. They're, their, there. Too, two, to. Are, our. Of, off. A, an. Distinguish between: Teach-learn. Correct tense.

Parts of Speech

Verbs: correct numbers, form of irregular verbs. Terms: present, past, future. Correct tense.

GRADE IV

Oral Language

1. General

Announcements, explaining clearly, discussing a letter or a poem. Telling a story: planning beginning, order, ending. Measuring scale for stories, telling a cooperative story. Making reports, keeping to a topic, book reports, relating to personal experiences, listening to find an answer.

2. Word Study and Speech

Using fewer **ands**. Review. Saying **you** clearly. **An** and **th** before vowels. Choral reading. Reports are told, not memorized. Synonyms for common verbs, adjectives. Words which appeal to the senses. Speaking courteously.

3. Drama

Terms used in plays. Planning a play: beginning dialogue and action, the ending. Dramatize a whole story.

Written Language

1. The Sentence

Exclamatory sentence. Overuse of **so**, **well**, and **then**. Expressing a complete thought. Recognizing short and long sentences.

2. The Paragraph

Indenting paragraphs, evaluation of paragraphs, middle of paragraph develops the topic, ending brief and conclusive.

3. Reports

Lists of questions. Each member of group plans two or more sub-questions. Use of library books. Organization of notes. Writes reports, submits reports. Use of dictionary, alphabetic arrangement, guide words, table of contents. Index. Individual reports after research also cooperative.

4. Stories

Review of Grade III. Personal experiences, description. Writers should recall their own experiences and express their own thoughts. Keep to main point.

5. Letters

The signature, inside address. Letters of: thanks, regret and request.

6. Poetry

Choosing descriptive words.

Capitalization and Punctuation

1. Capitals

In letters. Review of Grade III. Specific names, titles, etc.

2. Punctuation

Question mark in direct quotation. Exclamation mark: use and definition. Quotation marks—undivided direct quotation. Period to mark headings, abbreviations. Apostrophe to mark contractions, possession. Comma to separate items in listing sentence, address date or heading; parts of letter. Colon and dash to indicate list.

Correct Usage

Began, begun. Don't, doesn't. Good, well. Learn, teach. Swam, swum. There, their. To, too, two. Took, taken. Wrote, written. Synonyms for "lots of" and "going to". As Grade III. No, know. Your, you're. Its, It's. Pronouns: I, me; he, him; they, them; who, which. Adjectives: good, well. These, those, them. Sure, surely. Distinguish between: bring, take; forget, leave.

Parts of Speech

Verbs: Singular and plural number, past tense with **have, had** or **has**. Nouns, verbs, adjectives. Pronouns: avoid overuse e.g. "My father he . . ."

GRADE V

Oral Language

1. General

Making reports. Reporting on moving pictures, radio and television programs. Courtesy. Organizing and conducting a club. Reasoning, evaluating, explaining. Telling stories. Listening to note details; following the thread of an agreement. Appraising speech. Evaluating stories.

2. Word Study and Speech

Synonyms, antonyms, homonyms. Descriptive words, building words. Clear vowel sounds, clear speech practice. Sounding **t, d, wh, u, th, and you**. Particular rather than general nouns and verbs. Pronouns to avoid repetition. Training the ear to detect slurring and unacceptable speech. Practicing careful enunciation. Choral work: interpretation of selections. Melody, emphasis, and tone.

3. Drama

Dramatizing rules of courtesy, introductions. Radio programs. Understanding a character. Plays: CHRISTOPHER COLUMBUS. Writing plays. Communicating with the audience. Being audible and careful about speech. Being relaxed. Interpreting of emotion in plays. Presenting short original dialogues.

Written Language

1. The Sentence

Imperative sentence, variety of sentences. Subject and predicate. Use joining words to make longer sentences, either at beginning or in the middle of sentence. Use of appositive for concise writing. Understanding of subject and verb, complete subject and predicate. Other words are attached to either the subject or the verb.

2. **The Paragraph**

Beginning a paragraph. Paragraphing letters, stories, conversation. Improving paragraphs, related ideas grouped in paragraphs. Revising repetitious writing. Tightening sentence structure. Indenting and spacing paragraphs and letters.

3. **Reports**

Undertakes to answer one or more questions in detail. Skimming, careful reading. Making longer reports, careful paragraph structure.

4. **Stories**

Rules for writing stories. Choosing titles. Completing stories from beginning sentences. One paragraph stories, conversation stories. Personal experiences. Descriptions, lists, notes, records, etc. News stories. Cooperative magazine and long story. Analysis of ungrammatical, incomplete, or confused writing.

5. **Letters**

Parts of a letter. Margin. Letter of acceptance; return address, punctuation. Business letter: of inquiry, for supplies; indented and block form.

6. **Poetry**

Writing a poem.

Capitalization and Punctuation

1. **Capitals**

Buildings, churches, clubs, firms, languages, nationalities, races, religions. Rivers, oceans, geographical names. Special days, stores. Word **God** and all words connected. Initials, titles, Initial headings.

2. **Punctuation**

Period for initials. Comma for introductory clauses, appositives.

Correct Usage

And's, using too many. Broke, broken. Isn't, aren't. This, that. Threw, thrown. Tore, torn. Words not needed. Here, hear. Through, threw. Your, you're. Pronouns: I, me. He, him. They, them. Who, which, that. Adjectives: as Grade IV. Perfect, perfectly. Distinguish between: lie, lay. Correct tense.

Parts of Speech

Naming words (nouns). Action words (verbs). Words describing nouns (adjectives). Words describing verbs (adverbs). Singular and plural number, present and past participle, appositive, double negative. Definition of pronoun, conjunctions, subject, predicate, complete predicate. Pronouns: agreement of pronoun with antecedent. **Who, which, and that** as joining words. Agreement with antecedent. Adverb and adjectives. Avoid double negative.

GRADE VI

Oral Language

1. **General**

Audience manners, courtesy with others. Standards in oral language. Election of officers, motions. Making announcements. Concise description.

2. **Word Study and Speech**

Words which are overworked. Errors in choice of words. Review. The speech organs. **A, an, the, final t and d, and final o and g.** Use of words and phrases that convey feeling. Definitions: etymology—meaning of words, spelling, pronunciation, usage and inflection. Planning a club. Club programs. Preparing agenda. Nominating, voting. Minutes of meetings, making and discussing a motion.

3. **Drama**

Dramatizing telephone conversations. Stage terms: setting, properties, action, characters. Costume committee. Improvisation, music and movement. Miming. Play: **MERCURY AND THE WOODMAN.** Concern for holding attention; audibility; pace, pausing; stress; inflections that convey emphasis and feeling.

Written Language

1, **The Sentence**

Compete subject, bare subject. Complete predicate, bare predicate. Topic sentence. Using short sentences to create pace and excitement. Use of sentence fragments in dialogue. Combining subjects and predicates. Sentences with prepositional phrases. Use of unnatural order in sentence for variety. Recognizing the subject before an "of" phrase and after "there is". Recognizing and punctuating a command sentence.

2. **The Paragraph**

Topic sentence. Review. Understanding that a paragraph should have unity and variety; a paragraph is the development of a subtopic.

3. **Report**

Class newspaper: different types of writing in newspapers.

4. **Stories**

Standards for stories. Beginning, body, conclusion. Anecdotes. Making an outline summary. Class paper. News stories, editorials, articles. Spacing review. Stories with a stirring climax.

5. **Letters**

Spacing review.

6. **Poetry**

Rules for memorizing poems. Making good rhymes. Quatrains, couplets. Limericks.

Capitalization and Punctuation

1. **Capitals**

In outlines. Punctuating a broken quotation.

2. **Punctuation**

Punctuation of a broken quotation.

Correct Usage

Among, between. Begin, began, begun. Blow, blew, blown. Break, broke, broken. Burst. Choose, chose, chosen. Different from. Dive, dives, dived. Double negative. Draw, drew, drawn. Drink, drank, drunk. Drive, drove, driven. Eat, ate, eaten. Fly, flew, flown. Freeze, froze, frozen. Give, gave, given. Go, went, gone. Grow, grew, grown. Hasn't, haven't. In, into. It's, its. Know, knew, known. Lie, lay, Off, of, from. Principal parts. Run, ran. Ring, rang, rung. Set, sat. Speak, spoke, spoken. Steal, stole, stolen. Swim, swam, swum. Take, took, taken. Tear, tore, torn. Throw, threw, thrown. Wear, wore, worn. Write, wrote, written. Your, you're.

Parts of Speech

Common and proper noun. Singular and plural nouns. Possessive nouns. Verb phrases. Principal parts of verb phrases. Exact and vivid verbs. Adjective phrases and choice of vivid adjectives. Adverb phrases. Choice of vivid adverbs. Definition of pronoun; possessive pronoun. Correct use. Definition and use of: preposition, conjunction, interjection.

Materials

Grades I and II: LANGUAGE COMES ALIVE, Teachers' Edition: Rittenhouse, published by J. M. Dent & Sons, Ltd.
LANGUAGE JOURNEYS, Teachers' Edition: Hall & Broome, published by the Macmillan Company of Canada Ltd.

Grades III to VI: LANGUAGE COMES ALIVE, Books III to VI; Rittenhouse, published by J. M. Dent & Sons, Ltd.
LANGUAGE JOURNEYS, Books III to VI: Hall & Broome, published by the Macmillan Company of Canada Ltd.

SPELLING

The Place of Spelling

Spelling cannot be isolated from the rest of the curriculum; good spelling is more the result of classroom climate in which the pupils have a desire and a need to communicate effectively than it is the result of the isolated spelling lesson.

Enterprise, science, and other subjects develop a natural desire to communicate and add a vital purpose to good language, including good spelling. Clear enunciation in discussion or in reporting has a direct effect on spelling. The desire to communicate easily through good handwriting helps eliminate spelling errors.

Good spelling and a sound reading program are inseparable: structural and phonetic analysis in reading are of direct aid in spelling; reading vocabulary precedes spelling vocabulary; and spelling competence deepens the knowledge of words.

The teaching of spelling cannot be separated from the total school program.

Objectives

1. Primary Aims:

- To develop spelling power or a spelling sense which will help the pupil in spelling any required words, not mere mechanical competence in spelling a limited number of drilled words.
- To establish habits of self-dependence in writing; knowledge of how to locate correct spelling; ability to check the accuracy of spelling in all written work; competence in thinking out the spelling of required words; writing of derived forms.

2. Secondary Aims:

- To develop a spelling consciousness, i.e., a critical attitude toward one's own spelling.
- To develop a spelling conscience, i.e., an aversion to incorrect spelling.
- To teach correct pronunciation, depth of understanding, and correct usage of words through a comprehensive training in the use of the dictionary.

Materials

The following series of spellers are authorized for use in Alberta schools:

Grades II, III: PUPILS' OWN VOCABULARY SPELLER, Book 1:
Gates et al, published by the Macmillan Company of Canada Ltd.

Grades IV, V, VI: PUPILS' OWN VOCABULARY SPELLER, Book 2:
Gates et al, published by the Macmillan Company of Canada Ltd.

Grades II to VI: MY SPELLING SERIES, Books II to VI: Yoakam-Daw,
published by Ginn and Company.

THE CANADIAN SPELLER SERIES, Books II to VI: Quance,
published by W. J. Gage Ltd.

Spelling Lists

Before a child can be taught to spell any words, these conditions must be met:

- The word must be in his speaking and reading vocabulary
- He must be able to hear the sounds and say the word correctly
- He must be able to see the word clearly, noticing similarities to and differences from other words
- He must know the names of the letters in the word
- He must learn eye-hand coordination so that he may form the letters.

Four lists may be differentiated:

- (a) **A basic word list**, comprising most of the words needed by a child in his writing. Ideally, such a list would be compiled by each teacher through a study of the unique needs and abilities of her

class. However, since the time and labor involved in such a task is prohibitive, the basic list of words found in the speller may be used with confidence. This list ordinarily provides the raw material for the spelling lesson, the examples used in teaching for spelling power.

- (b) **A personal list** of words which frequently present difficulty to the individual. Such a list is made up by the teacher and pupil from the pupil's writing.
- (c) **Words of high permanent importance** used frequently in the subject fields. Such a list might include tool words used to write reports in enterprise or science.
- (d) **A personal list** of words the child finds interesting and wants to use and to spell correctly.

The size of these lists, particularly of (b), (c) and (d), will vary considerably with the spelling ability of the individual pupil. The pupil of superior spelling ability may master a larger personal list in addition to the basic list, while the demands of the basic list may frustrate the poor speller.

SOCIAL STUDIES — ENTERPRISE

Objectives

The general objective of social studies education is to contribute to the development of citizens who:

“(1) understand . . . changing society; (2) possess a sound frame-work of values and ideas which indicate what ought to be, set goals for the individual and give direction to his actions; and (3) have the necessary competence . . . to participate in group living in such ways as to make changes in the direction of the desired values and ideals.”*

Three areas of concern for each teacher of elementary social studies are:

1. The Acquisition of Knowledge

Through an understanding based on facts learned in social studies the pupil should develop:

- a. A knowledge of Canada, its history, its resources, its peoples and its possible development in the future.
- b. A knowledge of problems and achievements of other nations and an understanding of the interdependence of peoples.
- c. A knowledge of contributions made by earlier peoples to the development of contemporary life.

2. Development of Skills

Desirable skills include:

- a. Techniques of problem-solving and critical thinking.
- b. Techniques of expression in language and in the arts.
- c. Group-work procedures.
- d. Study skills.
 - i. Locating and interpreting information from books and other sources.
 - ii. Oral and written reporting.
 - iii. Making and reading globes and maps.
 - iv. Making and interpreting charts, graphs, diagrams and tables.
 - v. Using a chronological framework.

3. Development of Attitudes and Behaviour

From experiences in social studies pupils should develop an appreciation of the democratic way of life. They should:

- a. Learn to cooperate with individuals and within groups, to accept responsibility, and to respect and have concern for the rights of others.
- b. Learn to apply problem-solving procedures to contemporary society.

Texts

There are no authorized texts for Social Studies - Enterprise. Appropriate materials are listed in the School Book Branch catalogue.

*QUILLEN AND NANNA, "Education for Social Competence", Scott, Foresman and Company, P. 55.

ELEMENTARY SOCIAL STUDIES

SEQUENCE OF TOPICS SOCIAL STUDIES-ENTERPRISE

GRADE I

GRADE II

GRADE III

SCOPE FOR EACH TOPIC	These grades might well use centres of interest from their reading program as enterprise topics. In addition studies might originate in science, health, and the social sciences. Examples might include:			LIFE IN THE COMMUNITY
Problems arising from universal human needs which should serve to guide the development of any topic			EMPHASIS ON A. History	
1. Getting and preparing food.				
2. Providing shelter.	Our School	Autumn		PRIMITIVE CULTURES
3. Providing clothing.	Our Homes and Families	Community Helpers		One or more of:
4. Transporting and communicating.	The Spirit of Christmas	The Story of Christmas	EMPHASIS ON B. Economics and Social Life	1. Eskimos 2. Indians 3. Hot Desert Dwellers 4. Jungle Dwellers
5. Guarding health, welfare, and safety.	Winter Fun	Men and Machines		CHRISTMAS AROUND THE WORLD
6. Governing and protecting.	The Farm Circus or Zoo Animals and Their Homes	Spring (How Plants and Animals Get Ready for the Summer)	EMPHASIS ON C. Geography	OVERCOMING THE OBSTACLES OF GEOGRAPHY IN: Mountainous Areas (Japan) Low Lands (Netherlands) Dry Areas (Nile Valley or Indus Valley)
7. Observing and conserving nature.	The City	People and places from Literature		
8. Educating adult duties and jobs.				
9. Enjoying recreation, play and leisure.	Story Book Friends and Their Homes	Travel	EMPHASIS ON THE SOCIAL EFFECTS OF D. Science and Technology	USING AND CONSERVING NATURAL WEALTH The sources and the processing of common commodities such as: foods, clothing, shelter.
10. Expressing ideals through religion and the arts.				

NOTE: Related current events will be part of the course in all grades. Four topics, one from each section, comprise a minimum year's work.

N.B. (1) Sectional headings are not intended to serve as study topics.

(2) The order of treatment of sections is entirely optional.

ENTERPRISE, GRADES I TO VI

SEQUENCE OF TOPICS SOCIAL STUDIES

GRADE IV	GRADE V	GRADE VI
<p>PIONEER LIFE</p> <p>One or more of:</p> <ol style="list-style-type: none"> 1. Red River Settlement. 2. Child's Community e.g. Calgary, Edmonton, Rocky Mountain House, etc. and/or Alberta. 3. Quebec. 	<p>DISCOVERY AND EXPLORATION OF CANADA</p> <p>Two or more from each group:</p> <ol style="list-style-type: none"> 1. Early explorers — Erickson, Columbus, Cabot 2. French—Cartier, Frontenac, Champlain, Verendrye 3. Western—Vancouver, Hudson, Hearne, Mackenzie, Fraser, Thompson. 4. Polar—Franklin, Frobisher, Davis, Stefanson, Amundsen, Andersen. 	<p>LIFE IN THE PAST</p> <ol style="list-style-type: none"> 1. Medieval England and/or 2. Ancient Civilization— Egypt, Greece or Rome.
<p>EUROPE AT WORK</p> <p>One of:</p> <ol style="list-style-type: none"> 1. France 2. Germany 3. Sweden 4. Denmark 5. Italy <p>LIFE IN MOUNTAIN REGIONS</p> <p>One or more of:</p> <ol style="list-style-type: none"> 1. Switzerland 2. Norway 3. Mexico 4. Ceylon 5. Himalayan Region 	<p>ALBERTA AT WORK</p> <p>The Development of:</p> <ol style="list-style-type: none"> 1. Mining 2. Agriculture and one or more of: 3. Manufacturing 4. Construction 5. Tourist Trade 6. Fishing <p>LIFE ON THE PLAINS</p> <p>One or more of:</p> <ol style="list-style-type: none"> 1. Argentina 2. Russia 3. China 4. Australia 	<p>CANADA AT WORK</p> <p>Life in each of the Natural Regions</p> <p>CONSERVATION IN CANADA</p> <p>LIFE IN COASTAL REGIONS</p> <p>One or more of:</p> <ol style="list-style-type: none"> 1. West Indies or Fiji 2. Indonesia 3. New Zealand 4. Portugal
<p>CONTRIBUTIONS OF SCIENTISTS AND INVENTORS TO TRAVEL AND COMMUNICATION</p>	<p>CONTRIBUTIONS OF SCIENTISTS TO HEALTH</p> <ol style="list-style-type: none"> 1. Ancient World— Hippocrates, Aristotle, Galen. 2. Renaissance— Harvey, Leeuwenhoek. 3. Modern— Jenner, Pasteur, Lister, Nightingale, Curie, Roentgen, Koch, Fleming, Banting, Salk. 	<p>CONTRIBUTIONS OF SCIENCE TO SOCIAL PROGRESS IN CANADA AND UNITED STATES</p>

SCIENCE

Objectives

Science is a method of discovering new facts and seeing new relationships, solving problems and satisfying curiosity. As the child proceeds through elementary school, science should help him:

1. Know some generalizations or science principles that he can use in solving problems in his environment.
2. Grow in ability to solve problems effectively.
3. Develop a scientific attitude and think critically.
4. Develop an interest in and appreciation for the world in which he lives.
5. Build an ever-increasing store of useful scientific knowledge.
6. Develop an ever-broadening appreciation of the need for conservation.

GRADE I

Content

Living Things

1. Animals
 - (a) Homes and Food
 - (b) How They Are Used by Man
 - (c) How They Prepare for Winter
2. Plants
 - (a) Where They Grow
 - (b) How They Are Used by Man
 - (c) How They Prepare for Winter
3. Conservation
 - (a) Developing Respect for Homes of Animals

The Earth and the Universe

1. Observe Weather From Day to Day and Through the Seasons
 - (a) What We See on Earth—rocks, land, water
 - (b) What We See in the Sky—sun, moon, stars, clouds
 - (c) The Air Around Us—we can feel it; it moves things
2. Conservation—protection of toys from weather

Energy and Machines

1. Machines—They help us to do work more easily and quickly in our homes, on our farms, and in the community.
2. Magnets Do Strange Things
3. Conservation—Repairing of toys

GRADE II

Living Things

1. Animals
 - (a) Need for Food
 - (b) Parental Care of Baby Animals

2. Plants
 - (a) Need of Light and Water for Growth
 - (b) How Seeds Travel
3. Conservation
 - (a) Caring for Wild Life

The Earth and the Universe

1. What Are the Causes of Weather—Clouds, sun, wind
2. Temperature (Simple Thermometer)
3. What We Can Learn From the Sky—Directions, moon changes, kinds of clouds
4. Conservation—Protection of soil against drifting

Energy and Machines

1. Work—requires energy which comes from many sources
2. Machines—Make work easier; use of rollers, wheels, ball bearings
3. Fun With a Dry Cell (enrichment)
4. Conservation—Protection of machinery against rust

GRADE III

Living Things

1. Animals
 - (a) How Animals Get Food on Land and in the Water
2. Plants
 - (a) How Plants Use Water, Soil, Air, Sunshine to Obtain Food
 - (b) How Plant Growth is Destroyed or Retarded by Insects and Weeds
3. Conservation
 - (a) How Plants and Animals are Protected by Man

Earth and the Universe

1. The Earth We Live On—Interesting geographic features; rocks, soil and plants; use of simple maps and globes
2. Wonders in the Sky—Simple comparisons of the sun, moon and stars as to size, distance, brightness
3. The Air Around Us—Part of the earth; found in soil and water; takes up space
4. Conservation—Water erosion and soil conservation

Energy and Machines

1. Wheels and Levers—Use and operation
2. Using Magnets—Poles, compass needle
3. Electricity—Dry cell, wires, light bulbs, switches
4. Conservation—Safety education

GRADE IV

Living Things

1. How Living Things are Grouped
 - (a) Non-Living Things
 - (b) Living Things
 - i. Animals—mammals, birds, amphibians, reptiles, fish, insects, others
 - ii. Plants—seed bearing and pore bearing
2. How Some Plants and Animals Make Us Sick
 - (a) Bacteria and How They are Spread
 - i. Harmful
 - ii. Beneficient
3. All Living Things Need Air and Water
 - (a) Animals
 - i. Uses made of air and water
 - (b) Plants
 - i. Uses made of air and water
4. Conservation
 - (a) Feeding Birds in Winter
 - (b) Care of Trees

The Earth and the Universe

1. The Earth
 - (a) Shape and Size
 - (b) Motions
 - i. Rotation
 - ii. Revolution
 - (c) Interior
 - i. Minerals
 - ii. Geysers and hot springs
 - (d) Surface
 - i. Soils
 - ii. Rocks
 - iii. Water
 - (e) Conservation of minerals, soil and water

Energy and Machines

1. Static Electricity
 - (a) Production
 - (b) Behavior of charged objects
 - (c) Lightning and Thunder
2. Current Electricity
 - (a) Production—Dry cell
 - (b) Electromagnets
 - (c) Conductors and Non-conductors
 - (d) Electrical Safety

3. Our Body is a Machine
 - (a) Resemblance to Machine. Muscles move, bones and joints are levers, food provides energy
4. Machines Help Man
 - (a) Sources of energy available through the use of machines
 - i. Air
 - ii. Electricity
 - iii. Coal, petroleum and natural gas
5. Conservation
 - (a) Using energy sources wisely

GRADE V

Living Things

1. Reproduction of Animals and Plants and How They Grow
 - (a) Animals—mammals, birds, amphibians, reptiles, fish, insects and others
 - (b) Plants—seeds, spores, roots, stems, leaves and grafting
 - (c) Where Plants Grow (enrichment)
 - i. Relationship between plants and their environment

Earth and Universe

1. Characteristics of the Universe
 - (a) Solar System
 - i. Members' main characteristics and movements
 - ii. Importance of the sun
 - iii. Comets
 - iv. Eclipses
 - (b) Beyond the Solar System
 - i. Vastness, numbers of stars
 - ii. Light year
 - (c) The Birth of Our Earth
 - i. Theories of Formation
 - ii. Agencies still at work

Energy and Machines

1. Production and Control of Electricity
 - (a) Sources
 - i. Current—dry cell, wet cell and generation
 - ii. Frictional—rubbing, lightning
 - (b) Current Flow
 - i. Conductors and circuits
 - ii Safety Precautions—insulation, fuses, circuit breaks, etc.
 - (c) Uses and Demonstrations
 - i. To produce heat—incandescent, fluorescent, and neon
 - ii. To produce light
 - iii. To produce magnets
 - iv. To operate telegraphs and electric bells

2. Effect of Heat and Cold on Materials
 - (a) Effect of Heat on Solids, Liquids, Gases
 - i. Expansion and contraction
 - ii. Changes of state
 - iii. Applications
3. Composition of Materials
 - (a) Molecules
 - (b) Elements
 - (c) Compounds
 - (d) Changing characteristics of materials
 - i. Physical
 - ii. Chemical
4. Nature of Fire
 - (a) Materials to Make Fire
 - (b) Process of Burning
 - i. Chemical change
 - ii. Production of heat and light
 - (c) Prevention and Control of Fires
 - (d) Conservation of Fuels
 - i. Wise use of existing fuels
 - ii. Development of new fuels

GRADE VI

Living Things

1. Interdependence of Living Things
 - (a) Animals
 - (b) Plants
 - (c) Animals and Plants
 - (d) Balance of Nature
2. History of Living Things
 - (a) Fossils and What They Tell
 - (b) Adaptations for Survival
3. Fish Life (enrichment)
4. Conservation—Wild life and soil

Earth and Universe

1. Weather
 - (a) Precipitation—causes and form
 - (b) Wind and Its Causes
 - (c) Forecasting
 - i. Weather factors and how they are measured
2. Why the Seasons Change
3. Animals and Seasonal Changes
4. The Earth—A huge magnet
5. The Earth's Airways and Beyond
6. The Milky Way and Beyond

Energy and Machines

1. Machines That Fly
 - (a) Development of Flying
 - i. Part played by observing nature
 - ii. Man's early attempts
 - (b) Gliders
 - (c) Aeroplanes
 - i. Propeller
 - ii. Jet
 - (d) Safety in Air Travel
2. How Machines Help Us to Do Work
 - (a) Nature of Work
 - (b) Simple Machines
 - i. Levers
 - ii. Inclined planes
 - iii. Pulleys
 - iv. Wheel and axle
 - (c) Improving Operation of Machines
 - i. Reducing friction
 - (d) Safety With Machines
3. Sound
 - (a) Production of Sounds
 - i. Living Things
 - ii. Musical instruments
 - (b) Nature of Sounds
 - i. How sound travels
 - ii. How sounds are different
 - iii. How we control sounds
 - (c) The Ear and How it Works
4. Light
 - (a) Sources
 - (b) How it Travels
 - (c) How Light Enables Us to See
 - (d) Relation of Light and Color
 - (e) Uses of Mirrors and Lenses—microscopes, telescopes
 - (f) The Eye and How it Works
 - (g) Importance of Proper Lighting
 - (h) Conservation—Care of eyes and ears

Materials

The one prime danger is that elementary science may degenerate into a purely textbook course. Children can learn much from reading science readers, reference books, magazines. These should be provided in the library.

The following series are the authorized texts for Elementary Science:

Exploring Science
(Macmillan Co.)

Science Today and Tomorrow
(Ginn & Co.)

Grade 3 **Exploring Science Three**
Grade 4 **Exploring Science Four**
Grade 5 **Exploring Science Five**
Grade 6 **Exploring Science Six**

Science Everywhere
Discovering with Science
Adventuring in Science
Experimenting in Science

Basic Studies in Science
(W. J. Gage Ltd.)

How Do We Know?
Discovering Our World 1
Discovering Our World 2
Discovering Our World 3

For the Grades I and II these series are recommended as references:

Exploring Science
(Macmillan Co.)

**Science Today
and Tomorrow**
(Ginn & Co.)

Basic Studies in Science
(W. J. Gage Ltd.)

Grade 1 **Exploring Science One** **Science Near You** **Look And Learn**
Grade 2 **Exploring Science Two** **Science Around You** **All Around Us**

ARITHMETIC

General Objectives

1. Arithmetic, in common with the other subjects of the elementary school, has the basic purpose of contributing to the overall growth and development of the child into a mature, well rounded and useful citizen. Of equal importance is the aim of providing pupils with the background they will require for the study of mathematics in the later years of their school life.
2. The arithmetic curriculum is designed to help the child to grow in his understanding of a body of mathematical knowledge, organized systematically and including concepts and relationships.
3. The arithmetic curriculum is designed to help the child to master skills in the manipulation of quantitative symbols through an understanding of concepts and relationships appropriate to the individual's capacity.
4. The arithmetic curriculum in the elementary school is designed to help the child to use the knowledge and skill acquired in developing a systematic approach to the solution of problems.
5. The arithmetic curriculum should result in the acquisition of the number concept, which includes the awareness of the simplicity, symmetry, beauty and power of number systems, and an appreciation of the origins and history of our own and other numeration systems.
6. The arithmetic curriculum should provide opportunities for the child to discover relationships, and from these to develop generalizations which integrate mathematical ideas in a meaningful and logical sequence.

Specific Objectives

1. Mastery of the basic idea of a number and its representation by a written symbol (numeral).
2. Mastery of the basic number facts, employing the four fundamental operations.
3. Comprehension of the decimal number system:
 - (a) Understanding of place value in the numeration of natural numbers.
 - (b) Reading of numerals larger than hundreds.
 - (c) The role of zero in number systems.
4. Comprehension of the laws that relate to numbers.
5. Skill and information necessary for using common measures, including the mathematical concept of measurement.
6. An understanding of the fraction as a method of expressing relationships between integers, and an understanding of the relationships between the various ways of expressing a fraction.
7. An ability to estimate a reasonable answer in quantitative situations.
8. Interpretation and representation of statistical information through the use of graphs and tables.
9. Rapid mental calculation.
10. Mastery of sound and systematic procedures for problem solving, including order and neatness in presentation of written solutions.
11. Mastery of mathematical vocabulary appropriate to the grade and consistent with vocabulary used at later grade levels.

12. An understanding of the meaning and application of ratio in the solution of problems.
13. Development of the habit of checking computations by simple methods to avoid careless errors.

Arithmetic Texts

ARITHMETIC WE NEED SERIES

- Grade I Primer and Workbook: Numbers We Need, Book I
- Grade II Numbers We Need, Book II (Workbook)
- Grade III Arithmetic We Need, III
- Grade IV Arithmetic We Need, IV
- Grade V Arithmetic We Need, V
- Grade VI Arithmetic We Need, VI

SEEING THROUGH ARITHMETIC SERIES

- Grade I Numbers We see, I
Workbook: Our Number Workshop, I
- Grade II Numbers in Action, II
Workbook: Our Number Workshop, II
- Grade III Seeing Through Arithmetic, III
- Grade IV Seeing Through Arithmetic, IV
- Grade V Seeing Through Arithmetic, V
- Grade VI Seeing Through Arithmetic, VI

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- Grade I Making Sure of Arithmetic, Book I
 - Grade II Making Sure of Arithmetic, Book II

STUDY ARITHMETIC SERIES

- Grade III Study Arithmetic, Book 3
- Grade IV Study Arithmetic, Book 4
- Grade V Study Arithmetic, Book 5
- Grade VI Study Arithmetic, Book 6

PHYSICAL EDUCATION

Objectives

Attitudes

Self-respect:

Physical education activities should promote self-control, self-direction, confidence and poise which increase the child's self-esteem.

Creativeness:

Through participating in rhythmic, dances, and action stories the child should show an ever-increasing desire to express his feelings in original ways.

Objectivity:

The child should be encouraged to focus his attention on the elements of the activity rather than on his own personal feelings.

Cooperation:

Commensurate with his level of development the child should demonstrate a willingness to participate in group activities and team games, to follow a leader when required, and to play according to the rules of the game.

Responsibility:

The child should show a willingness to carry out activities with a minimum of supervision, to take charge of a group or team, and to assume some responsibility for the care of equipment and grounds.

Social Concern:

The child should develop a desire to forego some personal advantages in order to help others to improve in physical skills and participate in games and other group activities.

Understandings

Through engaging in physical education activities the children should gain an understanding that:

1. Physical well-being depends partly on good body mechanics.
2. Sports and recreational activities are necessary in a well-balanced scheme of living.
3. Group activities enhance the opportunities for satisfying physical needs.
4. Sports and recreational activities play an important part in community life.

Habits, Skills and Abilities

The physical education program should promote the development of the following desirable habits, skills and abilities:

1. Efficient habits of posture and movement.
2. The practice of good health habits in physical activities.
3. Neuro-muscular skills necessary for increased enjoyment in games and other predominantly physical activities.
4. Skills and abilities which will protect the child from harm and be useful in times of emergency.
5. Skills in rhythmic activities which will increase the child's ability to express himself.

Specific Objectives

1. **Walking**
 - (a) Walking gracefully and properly relaxed; using correct foot action; carrying body weight evenly.
2. **Running**
 - (a) Using good form; landing on the toes, body inclined forward; acquiring good balance; avoiding collisions.
 - (b) Running certain distances within a given time, and without undue fatigue.
3. **Jumping**
 - (a) Leaping into the air.
 - (b) Landing easily with the body forward and knees bent.
4. **Throwing**
 - (a) Throwing an object given distances accurately.
 - (b) Developing the shoulder girdle muscles.
5. **Hanging**
 - (a) Learning how to support oneself by the arms in a hanging position.
 - (b) Using the ability to hold tightly in order to lift oneself up.
6. **Climbing**
 - (a) Learning to climb safely and efficiently a ladder, rope, pole, tree or fence.
 - (b) Learning to mount a staircase without undue fatigue.
7. **Catching-Throwing Games**
 - (a) Developing strength in the shoulder girdle.
 - (b) Acquiring the ability to throw and catch a ball (to be progressive as the child advances through the grades starting in Grade I with the children 10 feet apart using a 10-inch ball, and finishing in Grade VI with the children 50 feet apart using a 4-inch ball).
 - (c) Promoting an attitude of tolerance for lack of skill in others. Fostering a willingness to help other players.
8. **Chasing-Fleeing Games**
 - (a) Developing skill in running without falling; dodging; tagging (rather than pushing); turning quickly.
 - (b) Developing strength in legs and feet.
 - (c) Admitting when tagged, controlling oneself in the exciting parts of the game; running as fast as possible, good natured acceptance when caught; no interference with others; doing one's best not to be caught.
9. **Jumping-Hopping Games**
 - (a) Developing endurance in legs and feet.
 - (b) Gaining skill in hopping, balancing, jumping, leaping.
 - (c) Taking physical punishment without losing temper; admitting errors.
10. **Rhythmic Activities** (including folk, square, social and modern dance) with emphasis on creative activity.
 - (a) Learning how to relax consciously.

- (b) Moving in a more relaxed manner.
- (c) Responding to and appreciating different rhythms and kinds of music.
- (d) Gaining ability in making one's own rhythm.
- (e) Appreciating other arts.

Content

GRADE I

Locomotor Fundamentals

- 1. Walking
- 2. Running
- 3. Hopping
- 4. Jumping
- 5. Skipping
- 6. Galloping

Axial Movements

- 1. Forward bend and stretch
- 2. Sideward bend and stretch
- 3. Swing and sway

Elements of Rhythm

- 1. Tempo
- 2. Dramatized rhythms

Other Activities

- 1. Story plays
- 2. Singing games
- 3. Folk dances
- 4. Games
- 5. Stunts, tumbling and balancing
- 6. Individual athletic events

GRADE II

Locomotor Fundamentals

- 1. Walking
- 2. Running
- 3. Hopping
- 4. Jumping
- 5. Skipping
- 6. Galloping
- 7. Sliding

Axial Movements

- 1. Forward bend and stretch
- 2. Sideward bend and stretch
- 3. Twist and turn
- 4. Swing and sway
- 5. Push and pull

Elements of Rhythm

1. Variations in tempo
2. Characteristic rhythms
3. Recognition of meter
4. Recognition of phrases

Other Activities

1. Story plays and rhythmic units
2. Singing games
3. Folk dances
4. Games
5. Stunts, tumbling and balancing
6. Individual athletic events

GRADE III

Locomotor Movements

1. Walking
2. Running
3. Gallop polka
4. Skipping
5. Hopping (develop hop into step-hop)
6. Jumping (develop jump into bleking step)
7. Combined locomotor activities

Axial Movements

1. Forward bend and stretch
2. Sideward bend and stretch
3. Swing and sway
4. Push and pull

Elements of Rhythm

1. Variation in tempo
2. Note pattern
3. Phrases
4. Activities with percussion instruments
5. Recognition of meter

Other Activities

1. Rhythmical Units
2. Singing games
3. Folk dances
4. Games
5. Stunts, tumbling and balancing
6. Individual athletic events

GRADE IV

Locomotor Movements

1. Leaping
2. Step-hop
3. Polka

Axial Movements

1. Combined axial movements

Elements of Rhythm

1. Recognition of meter
2. Note pattern
3. Recognition of phrases
4. Percussion instruments
5. Dance forms

Other Activities

1. Folk dances
2. Rounds
3. Games
4. Stunts, tumbling and balancing
5. Individual athletic events

GRADE V**Locomotor Movements**

1. Continuation of Grades I, II, III, IV

Axial Movements

1. Combined axial movements

Elements of Rhythm

1. Recognition of meter
2. Note pattern
3. Recognition of phrases
4. Form

Other Activities

1. Folk dances
2. American folk dances
3. Rounds
4. Games
5. Stunts, tumbling and balancing
6. Individual athletic events

GRADE VI**Locomotor Movements**

1. See previous grades

Axial Movements

1. See previous grades

Elements of Rhythm

1. Recognition of meter
2. Note pattern
3. Recognition of phrases
4. Form
5. Melody

Other Activities

1. Folk dances
2. American folk dances
3. Games
4. Stunts, tumbling and balancing

Materials

Teachers' Reference

PHYSICAL EDUCATION FOR JUNIOR AND SENIOR HIGH
SCHOOLS: Van Vliet

Cursive Letter Forms and Numbers

A B C D E F G H

I J K L M N O

P Q R S T U V W

X Y Z

a b c d e f g h i j k

l m n o p q r s t u v

w x y z —

1 2 3 4 5 6 7 8 9 0

Manuscript Letter Forms

A B C D E F G H I

J K L M N O P Q

R S T U V W X Y Z

a b c d e f g h i j k l

m n o p q r s t u v w x y
z

HANDWRITING

Objectives

1. Skills and Abilities
 - (a) To develop a neat and legible style of handwriting.
 - (b) To develop the ability to write at a reasonable rate of speed.
 - (c) To develop the pupil's ability to examine critically his own handwriting and to work toward improvement.
2. Understandings
 - (a) To bring to the pupil a realization of the usefulness of handwriting as an aid to learning.
 - (b) To foster an appreciation of the advantages of neat and legible handwriting when recording or communicating information and ideas.

Content

GRADES I AND II

Manuscript Writing

Letter Forms (see sample).

Beginning pupils are expected to use large letters, at least two spaces in height for tall letters and at least one space for single unit letters. As the pupils gain in proficiency the letter size may be reduced somewhat and the speed increased.

GRADES III, IV, V, VI

Cursive Writing

Letter and Number Forms as they appear in sample.

Pupils are expected to improve their handwriting through these grades, paying particular attention to such things as letter form, slant, alignment, size, and quality of line. The use of pen and ink is recommended to begin in Grade IV. Acceptable speed standards are approximately the following:

Grade	II	III	IV	V	VI	VII	VIII
Letters per minute	30	40	50	55	60	65	70

Materials

Teachers' Reference

BASIC WRITING COURSE SERIES: Stothers and Trusler

ART

Objectives

The purpose of this program is to offer to the teacher of art in the elementary classroom suggestions which, if followed with such modification as may be dictated by local circumstances, may have some of the following results:

1. A fostering of attitudes toward art such as:
 - (a) A liking for art and a desire to use art as a medium for creative expression.
 - (b) An awareness of the possibilities of art as a form of continually satisfying creative endeavor.
 - (c) A continuing desire to explore the possibilities of the immediate environment as a source of aesthetically pleasing experiences.
 - (d) Respect for the products of others as expression of individual thoughts and feelings.

2. A developing of skills and abilities in art by means of:
 - (a) Increasing control over the art medium in which the child is expressing his ideas.
 - (b) Increasing accuracy and completeness of observation.
 - (c) Planning and carrying to completion a project in art.

Content

Art in the elementary grades includes the following:

1. Free brush work
 - (a) Story illustrations
 - (b) Figure drawings
 - (c) Still life drawings
 - (d) Action pictures
 - (e) Exercises done to music
2. Sketching
 - (a) Animal forms
 - (b) Plant forms
 - (c) Other forms of interest to the group
3. Figure Drawing
 - (a) Human figures
 - (b) Other figures of interest
4. Crayon Work
 - (a) Color medium for illustrations, figure drawings, etc.
5. Cut Paper or Torn Paper Work. Silhouettes of:
 - (a) Animals
 - (b) Persons
 - (c) Flowers
 - (d) Other objects
6. Craftwork
 - (a) Plasticine
 - (b) Clay
 - (c) Papier Mache
 - (d) Soap carving
 - (e) Puppets
 - (f) Stencilling
 - (g) Finger painting
 - (h) Spatter work

Stages of Development in Child Art

There is a wide variation in the work and the ability of children, but generally speaking they develop through the four stages outlined below.

First Stage - Manipulation

This stage embraces the first two or three years of the child's life. The young child is a "born painter" and takes great pleasure in daubing paint and scribbling with crayon or chalk. At this stage there may be very little response to color. Development is often rapid and eventful. When the child has gained confidence in manipulating the paint brush, chalk or crayon he may make several dots, swirls, or stripes. This "pattern-making" often proceeds to a height of abstraction, where large masses and fresh color blend into a well-balanced picture. No recognizable objects may appear in these pictures, but a highly educative process goes on as the child becomes acquainted with his materials. Brush work on a large paper provides an excellent medium for these early efforts.

Second Stage - Child Symbolism

This stage usually persists until the sixth or eighth year. During this stage there is an attempt to place things in their environment. People and things are represented by self-devised symbols which often appear flat and static. Nevertheless the child is discovering that a relationship exists between his drawing or painting and reality.

The child draws and paints what he thinks and knows and not what he sees. Quite frequently he will make "X-ray" pictures. In the drawing of a house, for example, both the inside and the outside wall of a house may appear. Often the child will include a yellow sun, or part of it in one corner of the drawing. The sky is above him, and in his drawings he may leave the sky unconnected with the horizon. In drawing objects the child exaggerates their size according to their importance to him. It is not unusual to find in these drawings a large flower growing many times higher than a house.

Third State - Pseudo-realism

This phase of the child's development comes between the ages of eight and eleven years. It marks a transition from symbolism to realism. The child, through increased observation and experience, is no longer satisfied with a geometric statement of an object, and begins to look about him for ideas that will help him in his expression. He becomes a conscious designer and considers elements of design such as line, mass and color. Objects may be made to overlap one another. Clothing worn by depicted characters is considered important. Children of this age are in the "gang" stage of development and usually welcome cooperative work.

Fourth Stage - Realization and Awakening

This final stage begins at about eleven years of age. The child develops sufficient confidence in himself so that he feels capable of dealing with almost all subjects. He may, however, be conscious of his emotions and more ready to hide his limitation by assuming an attitude of indifference. His art work will reveal an increasing interest in three dimensional representation, and a growing ability in using proper proportions and in making a wise choice of tints and shades of color.

PROGRAM FOR GRADES I, II, III

1. Creative Illustrations

- (a) Nursery rhymes
- (b) Stories
- (c) Any topic within the children's interest

2. Craftwork

- (a) Clay modelling
- (b) Plasticine
- (c) Paper cutting or tearing
- (d) Toy making
- (e) Finger painting

PROGRAM FOR GRADES IV, V, VI

1. Creative Illustrations

- (a) Similar to work in Grades I, II, III with topics of interest at these grade levels.

2. Design

- (a) Brush work
- (b) All-over and border patterns
- (c) Abstractions

3. Lettering and posters

4. Craftwork (Attempt at least two)

- (a) Clay modelling
- (b) Soap carving
- (c) Papier mache
- (d) Finger painting
- (e) Puppets
- (f) Stencilling
- (g) Potato printing
- (h) Crayon design
- (i) Spatter work

Materials

Teachers' References

ARTS IN THE CLASSROOM: Cole
CREATIVE TEACHING IN ART: D'Amico

LB 1564 C2 A34 1962 GR-1-6
PROGRAM OF STUDIES FOR ELEMENTARY
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